

Follow-up review date 04/06/05
6 month reporting date 11/21/05
12 month completion date 5/21/06

Willow Lake School District Improvement/Progress Report Form

Principle: 1 - General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:17:03. Annual report of children served</u> The monitoring team was unable to validate an IEP was in effect on December 1 st , 2003 for four students who were listed on the district's 2003 child count.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students reported on child count annually will have an active individual education program.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <u>The Willow Lake School District will ensure all students on child count will have an active IEP in place 100% of the time.</u>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>Staff from Northeast Education Cooperative and the Willow Lake School District will review the eligibility of students reported on the December 1st, 2005 child count.</p> <p>What data will be given to SEP to verify this objective?</p> <p>Copies of the IEP cover sheets for each eligible student will be submitted to Special Education Programs office. A brief explanation on any reporting error will be submitted also.</p>	<p>March 15, 2005</p>	<p>District Staff NEC Staff</p>	<p>Met March 2005</p>	
<p>Please explain the data (6 month) This was completed in March of 2005.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?</p> <p>A list of all students on IEPs and their annual and three year evaluation dates will be developed and each teacher will have a copy to verify all dates are being met.</p> <p>What data will be given to SEP to verify this objective?</p> <p>NESC Assistant director will check all IEPs for 6 months and verify correct dates of completion. The number of initial and reevaluations will be sent to the SEP.</p>	<p>May 15, 2005</p>	<p>District Staff NESC Staff</p>	<p>Met March 2005</p>	
<p>Please explain the data (6 month)A list was developed in March of 2005, and each IEP is being checked by NESC. All evaluations have been completed 100% of the time in the required time.</p>				
<p>Please explain the data (12 month)</p>				

Principle: 3 - Evaluation Procedures

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:04. Prior notice and parent consent

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before:

- (1) Reviewing existing data as part of an evaluation or reevaluation; or
- (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Through a review of student records, prior notice/consent for evaluation was not available for two students. Assessments were administered for four students that were not included on the prior notice/consent signed by the parents. For example, an adaptive behavior evaluation and autism rating scale was administered for a student without parent consent. Through interview and a review of student records, the team found that district staff was using different prior notice documents. One of the documents did not contain the required prior notice content such as options the district considered and why they were rejected, description of data used as a basis for the action or other factors relevant to the proposal.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide appropriate written notice and obtain informed consent before assessments are administered to a child.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students being assessed will have a permission to evaluate from the parents for all evaluations with the proper documentation.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When evaluating a student all staff will use the same prior notice document and only administer evaluations listed on the prior notice. What data will be given to SEP to verify this objective? The NESC assistant director will check all initial and reevaluation documents and report the number checked and number that were evaluated according to the prior notice.</p>	Feb. 22 and Ongoing	Special Ed. Staff NESC Assistant Director	Met 1/03/06	
Please explain the data (6 month) Three students have had evaluations and all have had a prior notice with the correct documentation.				
Please explain the data (12 month)				

Principle: 3 - Evaluation Procedures

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:03. Pre-placement evaluation

Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. Evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents. Consent for initial evaluation may not be construed as consent for initial placement.

The monitoring team agrees the district needs to consistently obtain parental input in the evaluation process. Parent input was not evident in 75% of the files reviewed.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation or reevaluation procedures meet the minimum requirements.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All initial and reevaluations will have documentation of parent input into the evaluation process.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Before an evaluation is started parents will be sent a form to gather their input into the evaluations and concerns. The form will be attached to the prior notice for evaluation. If the form is not returned it will be documented on the prior notice for evaluation. What data will be given to SEP to verify this objective? The NESC assistant director will check all students being evaluated and report the number of students whose files had parent input before the evaluation.	Feb. 22 ongoing	Special Ed. Staff NESC	Met 1/03/06	
Please explain the data (6 month) Three out of three students had parent input into the evaluation process, by a form sent home to parents with the permission to evaluate.				
Please explain the data (12 month)				

Principle: 3 Evaluation Procedures

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:06. Reevaluations</u></p> <p>Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation. Each school district shall follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of:</p> <ul style="list-style-type: none"> (1) Determining whether the child continues to have a disability; (2) Determining whether the child continues to need special education and related services; and (3) Determining whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum. <p>Through a review of student records, the monitoring team identified six students who did not have a reevaluation conducted at least every three years.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.</p> <p>.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All reevaluations will be conducted within the 3 year timeline 100% of the time.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? A list of all students and when their 3 year evaluation is due will be gathered by all special education staff, and checked monthly to ensure all evaluations meet the 3 year timeline. What data will be given to SEP to verify this objective? NESC Staff will check all reevaluations to verify eligibility and timelines. The number of reevaluations completed and the percent meeting timelines will be submitted to the SEP.</p>	<p>Feb. 1, 2005 ongoing</p>	<p>District Staff NESC Staff</p>	<p>Met 1/03/06</p>	
<p>Please explain the data (6 month) Three out of three evaluations have been completed and met the timelines.</p>				
<p>Please explain the data (12 month)</p>				

Principle: 3 Evaluation Procedures

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issues Requiring Immediate Attention

ARSD 24:05:25:06. Reevaluations

ARSD 24:05:22:03. Certified child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

The review team identified the following issues:

1. A reevaluation conducted 4-29-03 did not yield eligibility scores for a student. An addendum meeting was held stating the team's decision to keep this student on an IEP, "to ensure supports in the regular classroom are kept in place." An override was not developed nor was an IEP written.
2. The data from a 2001 evaluation did not yield eligibility scores for a student even though the evaluation report and the written report stated otherwise. This student's reevaluation was due 3-25-04. There is no evidence this evaluation has been conducted.
3. A reevaluation for a student was due on 5-31-03. There is no evidence this evaluation has been conducted.
4. The evaluation report of 1-17-03 stated "it is recommended the IEP committee consider the student ineligible for special education services." A written report or eligibility document was not available. There was no evidence of the override provision. An IEP was written on 9-30-03.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Three students will be reevaluated in all areas of suspected disability, and a written report will document all findings. One student has graduated.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Considering students 1, 2 and 4 were not eligible for services; funds will be withheld from the next IDEA flow through payment.	March 31, 2005	Superintendent	Met March 2005	

Please explain the data (6 month)

Please explain the data (12 month)

2. What will the district do to improve? The district will evaluate all students in all areas of suspected disability	March 15, 2005	District Staff	Met March 2005	
What data will be given to SEP to verify this objective? All four students will be reevaluated and a meeting will be held to determine eligibility. A copy of the report for eligibility will be sent to the SEP on all four students.				

Please explain the data (6 month) **Information on all four of these students was sent to the Special Education Programs Office in March of 2005.**

Please explain the data (12 month)

Principle: 3 Evaluation Procedures				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:12. Written report for specific learning disabilities</u> The team shall prepare a written report of the results of the evaluation for specific learning disabilities.</p> <p><u>ARSD 24:05:25:04.03. Determination of eligibility</u> Upon completing the administration of tests and other evaluation materials as required by this chapter, the individual education program team and other individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.</p> <p>Through a review of student records, the monitoring team did not locate a written report or eligibility document for three students. An eligibility document for one student indicated they were eligible under the category of other health impaired. This student was reported on child count as having a learning disability. A written report for another student did not contain the team's signatures.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the proper identification of student with disabilities through the evaluation process.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All students will be evaluated in all areas of suspected disability, and a report will be generated to verify all areas of eligibility. A MDT will be filled out on all students 100% of the time.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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1. What will the district do to improve? All students being evaluated will have a MDT to documentation their eligibility. What data will be given to SEP to verify this objective? All students evaluated will be checked by NESC staff and the number of students evaluated, and their reports will be sent to SEP.	Feb. 1, 2005 Ongoing	District Staff NESC Staff	Met Dec 2005	
Please explain the data (6 month) Three students have been evaluated and an MDT was completed determining eligibility on all three students. A copy will be sent to the SEP office.				
Please explain the data (12 month)				

Principle: 5 – Individual Education Program
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:01.01. IEP team</u> Each school district shall ensure that the IEP team for each student with disabilities includes the following members: <ul style="list-style-type: none"> (1) The parents of the student; (2) At least one regular education teacher of the student if the student is, or may be, participating in the regular education environment; (3) At least one special education teacher of the student or, if appropriate, at least one special education provider of the student; (4) A representative of the school district who: Through a review of student records, the IEP team meeting for three students did not include all required members. The regular educator was not present for two students and a district representative was not present for one student.
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP team in comprised of appropriate team membership and meets all identified responsibilities.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All IEP meeting will have required membership 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The superintendent will assign a designee to attend all IEP meetings, and regular education staff will attend all meetings. What data will be given to SEP to verify this objective? Each special education teacher or speech therapist will keep a record of attendance at IEP meetings and turn in the results to NESC assistant director. The NESC assistant director will report the number of meetings held and the number which had the required membership.	Feb. 1, 2005 Ongoing	District Staff NESC Staff	Met 1/03/06	
Please explain the data (6 month) There have been 13 IEPs and all have had a designee attend IEP meetings.				
Please explain the data (12 month)				

Principle: 5 – Individual Education Program

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>Issues requiring immediate attention:</u></p> <p><u>ARSD 24:05:27:08. Yearly review and revision of individual educational programs</u></p> <p>Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year.</p> <p>Through a review of student records, the monitoring team identified two students whose annual review exceeded the annual timeline. Two students did not have a meeting to review the IEP at least annually and do not appear to have a current IEP (one expired 5-12-04 and the other expired 11-26-04).</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures an appropriate IEP is developed and in effect for each eligible student.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All IEPs will meet the 365 day timeline 100% of the time.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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1. What will the district do to improve? A list of all students on IEPs will be developed by special education teachers. What data will be given to SEP to verify this objective? NESC staff will check the list, and look at every IEP after the date of the annual IEP to verify the annual review timeline was met. The number of IEPs completed and the number of review which met the annual review timeline will be reported to SEP.	Feb. 1, 2005 Ongoing	District Staff NESC Staff	Met 1/03/06	
Please explain the data (6 month) Thirteen out of thirteen IEPs were completed by the required timelines.				
Please explain the data (12 month)				

Principle: 5 – Individual Education Program
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issues requiring immediate attention:

ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of educational performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for non-disabled students); or
 - (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:
 - (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
 - (b) Meeting each of the student's other educational needs that result from the student's disability.

1. An IEP written 12-15-03, states this student has met her goals and that she does not need to be on an IEP. An IEP was developed for this student with a goal indicating she should self monitor her regular classroom grades with no prompts.
2. An IEP written 5-12-03 appears to be the current IEP for the student. Only the cover sheet for this IEP was made available to the monitoring team.
3. An IEP written 11-26-03, for a student did not contain goals or objectives. An IEP following the 2-26-04 evaluation was not made available to the review team.
4. The only goal in an IEP written 11-20-03 for this student stated she would break down assignments into workable parts. The 2004 IEP was not made available to the review team.

In addition to the issues above, the monitoring team reviewed the IEPs for six other students. The programs for these students have not been developed to confer benefit to the student and enable the student to be involved and progress in the general curriculum. For example, a student's disability was in the area of written expression and reading, while the only goal in the IEP addressed math skills. Another student's disability affected written expression and the only goal in the IEP addressed reading. Another student's disability affected math and written expression and the only goal in the IEP was to finish assignments on time.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

IEPs written by the district will have all required content including present levels of performance, goals, and objectives targeting their areas of need 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All IEPs will be written with required content. What data will be given to SEP to verify this objective? All IEPs completed by the district will be checked by NESC staff to verify all content and all areas are being addressed 100% of the time. The number of IEPs reviewed and the number of programs that address the students areas of disability will be submitted to SEP.	Feb. 1, 2005 Ongoing	District Staff NESC Staff	Met 1/03/06	
Please explain the data (6 month) Thirteen out of 13 have required content addressed.				
Please explain the data (12 month)				

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04. Evaluation procedures

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(5) A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents that may assist in determining:

- (a) Whether the child is a child with a disability; and
- (b) The content of the child's IEP.

Through a review of 15 student records, present levels of performance did not consistently link to functional evaluation and did not contain the student's strengths, needs or their involvement/progress in the general curriculum. For example, the strengths for a student with a reading disability listed the following:

- hard worker
- positive attitude
- more organized

The student's needs included:

- modifications of tests in Psychology and Sociology
- help structuring or planning her time for large assignments like research papers
- help with government worksheets, the reading overwhelms her sometimes

Present levels of performance typically did not reflect data gathered through functional assessment or include skills related to the student specific disability. Transition strengths and needs were not included in the present levels of performance. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period. For example, "When given a passage to read (student) will comprehend with 100% accuracy." Counseling was identified as a related service for two students. The IEP did not contain goal and objective related to this area for either student.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All IEPs will have present levels of performance which shows functional skill based information for programming, including transition and goals and objectives which are measurable for each student.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All special education staff will have an in-service on present levels of performance and linking them to functional skill based assessment, and writing goals and objectives. What data will be given to SEP to verify this objective? The date of the in-service and those attending will be submitted to the SEP office.	April 2005	District Staff NESC Staff	Met April 2005	
Please explain the data (6 month) An inservice was held in April of 2005 and all special education teachers attended.				
Please explain the data (12 month)				
2. What will the district do to improve? All annual goals and objectives will be skill specific and measurable in a one year time frame. They will include all areas of disability. What data will be given to SEP to verify this objective? The NESC assistant director will check all IEPs and report to SEP the number of IEPs reviewed and the number of IEPs that contain goals and objectives which meet the criteria.	Feb. 2005 and Ongoing	District Staff NESC Staff	Met 1/03/06	
Please explain the data (6 month) Thirteen out of 13 had all required content and goals meet the criteria. All are using condition, performance and criteria.				

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Please explain the data (12 month)				
3. What will the district do to improve? Present levels of performance will be skills based, and address the disability including transition. What data will be given to SEP to verify this objective? The NESC assistant director will check each IEP completed and report the number of IEPs checked and the number that contain skill based present levels of performance for each disability.	Feb. 2005 Ongoing	District Staff NESC Staff	Met 1/03/06	
Please explain the data (6 month) Thirteen IEPs were checked and all contained skill based present levels for each disability.				
Please explain the data (12 month)				

Principle: 5 – Individual Education Program Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:01.03. Content of individualized education program</u> Each student's individualized education program shall include: (7) A statement of: (a) How the student's progress toward the annual goals described in this section will be measured; and (b) How the student's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled student's progress of: (i) Their student's progress toward the annual goals; and (ii) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year. The monitoring team agrees with the steering committee's conclusion pertaining to progress reports. Through a review of nine student records, the IEPs did not include how the student's progress would be measured, how the parents would be informed or how often progress would be reported. There was no evidence in the middle school or high school records that progress was being reported towards the annual goals.
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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Parents will be informed at least as often as parents of students without disabilities on IEP progress toward the annual goals 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Progress reports on annual goals will be given to the parents as often as parents of students without disabilities. What data will be given to SEP to verify this objective? NESC will check all IEPs and report to SEP the total number of IEPs checked and the number of IEPs that reported progress as often as progress was reported for non-disabled students.	Feb. 1, 2005 Ongoing	District Staff NESC Staff	Met 1/03/06	
Please explain the data (6 month) Progress reports are being completed for all students every time grades are given to non-disabled students.				
Please explain the data (12 month)				

Principle: 5 – Individual Education Program

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:01.03. Content of individualized education program</u></p> <p>Each student's individualized education program shall include:</p> <p style="margin-left: 40px;">(4) An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities described in this section.</p> <p>Through a review of nine student records, the justification for placement did not include an explanation of why the student could not participate with his non-disabled peers. For example, "we accept placement in the general classroom with modification. ...is in all regular education classes except for English". This student also came to the resource room for 50 minutes, twice per week, from study hall.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the IEP contains all required content.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All justification statements will contain an explanation of the extent, if any to which a student can not participate with his non disabled peers 100% of the time.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

Follow-up review date 04/06/05
 6 month reporting date 11/21/05
 12 month completion date 5/21/06

1. What will the district do to improve? An in-service will be given to all special education staff in writing present levels of performance and justification statements. What data will be given to SEP to verify this objective? The date of the in-service and those attending will be sent to the SEP.	March 15, 2005	NESC Staff	Met April 2005	
Please explain the data (6 month) All special education teachers attended an in-service in April of 2005 on writing present levels and justification statements.				
Please explain the data (12 month)				
2. What will the district do to improve? All IEPs completed will contain justification statements which contain an explanation of the extent, if any to which a student can not participate with non disabled peers. What data will be given to SEP to verify this objective? NESC staff will check the justification statements for all IEPs completed and report the total number and the number that contained correct justification statements.	Feb. 1, 2005 Ongoing	District Staff NESC Staff	Met 1/03/06	
Please explain the data (6 month) Thirteen out of 13 files contained justification statements that were correct.				
Please explain the data (12 month)				

Principle: 5 – Individual Education Program
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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:13 Modifications to regular vocational program</u></p> <p><u>ARSD 24:05:27:13.02 Transition services</u></p> <p>Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.</p> <p>The monitoring team agrees with the steering committees conclusions regarding transition services. Through a review of six student records, the monitoring team found transition evaluations were administered for students approaching transition age. The evaluation information was not used in the present levels of performance or to identify services needed by the students. Transition justification statements indicated what the student was doing at the time of the IEP. Transition activities are not being utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living.</p>				
<p>nDesired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will provide services to transition age students to prepare them for post school activities.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

Follow-up review date 04/06/05
 6 month reporting date 11/21/05
 12 month completion date 5/21/06

1. What will the district do to improve? An in-service will be held for all special education staff on transition covering all areas. What data will be given to SEP to verify this objective? The dates and special education staff attending will be sent to the SEP.	March 15, 2005	NESC Staff	Met April 2005	
Please explain the data (6 month) An In-service was completed in April of 2005 by Brenda Boyd and Bev Peterson.				
Please explain the data (12 month)				
2. What will the district do to improve? All IEPs of students 14 and older will provide transition services including life outcomes and course of study. Students 16 or younger if needed will show a summary of the student's present levels of performance in the area of transition, and all five areas will have documentation of being addressed at all meetings. Assessment results will be used to determine activities needed to achieve the student's post-school goals. What data will be given to SEP to verify this objective? NESC will check all IEPs of students 14 and older for transition services. The number of files checked and the percent containing transition activities will be reported to the SEP.	Feb. 1, 2005 Ongoing	District Staff NESC Staff	Not Met (no students who require transition services at this time)	
Please explain the data (6 month) There have been no students with IEPs yet who require transition services.				
Please explain the data (12 month)				